

# THE COTERIE

no small characters.

## THEME/CENTRAL IDEAS LESSON PLAN Grades K-3

Created for use in your classroom after seeing  
*A Charlie Brown Christmas* at The Coterie

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### Reading Standards:

*Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

### Student Objectives:

Students will be able to:

- Recreate and retell key moments from *A Charlie Brown Christmas*.
- Collaborate in small groups to recall messages from the story.
- Summarize key supporting details and ideas.

### Assessments:

- Post- share Q&A: Students will defend their choices with evidence from the selected passage.
- Individual reflection: Students will reflect on what they have learned with given reflection questions

### Lesson:

#### *Introduction*

- *Draw to Recall (5-10 minutes)*: After seeing The Coterie's production of *A Charlie Brown Christmas*, ask students to draw their favorite part of the show. Who was in the scene? What did the set look like? What were they doing?

#### *Building Activities*

- *Share, Share, Trade (10-15 minutes)*: After time is called, ask students to find a partner. One partner at a time shares their drawing with their partner. As they share, they should point out the setting and characters. The partner responds to the artwork by using statements that describe their feelings and what about the art made them feel that way (i.e. colors, the expressions on faces, shapes). Then the other partner shares their drawing in the same way.

- **Level Up:** After both partners have shared, they trade drawings and find a new partner. Now they go through the same process but describing another artist's work. When describing, they are an impartial judge relaying the facts about the artwork. It is the job of the second person to provide an emotional response to the piece.
- *Teacher Note: An important aspect of art is the audience's response. Allow students to express a range of responses, both positive and negative. By framing the response as "It makes me feel \_\_\_\_\_," takes the pressure off the quality of artwork and puts the weight onto the emotions it can conjure.*
- Teacher-Led Story Drama (40-50 minutes): Students find their own imagination station in the room (a spot for them to act out the story without touching anyone/anything and without them being touched). Ask them to lie or sit down and close their eyes and imagine that they were outside playing in the snow or ice skating with their friend. Now students open their eyes and begin acting out the story as you tell it. Begin telling the major highlights of *A Charlie Brown Christmas* as the students act it out. Occasionally freeze the action and ask the students a question, tapping them on the shoulder to hear the answer from their character's point of view. (Appendix A has a sample of how to tell the story)
  - *Sample questions:* How did you feel about going to the fancy pool party? Why did you feel that way? What was your reaction when your friend broke your toy? How did your reaction change when it was fixed?

#### *Wrap-up*

- Collaborative Discussion (5 minutes): Together the class will reflect on what they have learned.
  - What happened when we entered the world of Charlie Brown? How did you feel when different events were happening? Would you like having them for friends?
  - What did you learn at the end of the story? What did the different characters learn? Did anyone else learn a different lesson?
  - **3<sup>rd</sup> grade specific:** What happened in *A Charlie Brown Christmas* to help you find that lesson?

# APPENDIX A

## **A sample teacher-led story drama based on *A Charlie Brown Christmas***

**The italicized questions can be answered verbally or physically, for example a frozen “statue” created with the student’s body.**

**Give students a minute to act out each action you give.**

Everyone, sit down in your own Imagination Station and close your eyes. Imagine that you, like the characters in Charlie Brown, are ice skating outside with your friends. You are playing such fun games and doing fantastic tricks.

Everyone, open your eyes and look around. This place is now a winter wonderland. Look out all around you. *What do you see?*

Skate all over the pond and wave to your friends. Try doing some tricks on your skates. *What do you think? How does that make you feel? What do you want?*

You decide to walk home and see everyone decorating their houses. *Show me what it looks like when you decorate. Now can you show me what you look like if you are decorated?* But it makes you feel sad. *Show me what this looks like.*

Then, your friend tells you to direct a play! *How do you feel? Do you want to do it? What should you do while you’re there?*

At your first rehearsal, the actors are having a dance party! *(students dance)* Let’s have a slow motion dance party. *(slow motion dancing)* Now let’s do some fast forward dancing! *(speed it up!)*

*Great moves everyone! Now teach a neighbor one of your dance moves!*

But no one is listening to you. *How does this make you feel? What can you do to try to get their attention?*

You bring in a tree for your show, but everyone laughs at you. *How do you feel?* So you walk away, sad. *Show me what that looks like.*

While you’re gone, your friends feel bad about what they did, so they use all of their decorations to make the best tree they can! *How does this make you feel? Show me what that looks like.*